

TBLM OLE.4#1: Roles of Group Members in Reading Circles

For the Reading Circle discussions, ensure that students are assigned particular roles with clear job descriptions. The roles should rotate weekly within the group so that all students experience all roles. Explain roles and job descriptions and give students time to practise the roles.

The following scenarios describe possible roles. Adapt the scenarios to suit the class size or needs. Print the selected scenarios and have students put a copy in their Personal OLE Binders.

Reading Circle Roles: Scenario 1	
Roles	Responsibilities
Group Leader	<ul style="list-style-type: none"> • Briefly summarize the selected text at the beginning of the Reading Circle discussion. • Encourage each group member to share the information or reaction she or he has prepared following the last discussion. • Pose the guiding question or activity for the day's discussion, after having discussed it with the teacher. • Summarize the agreed-upon reading and reactions to be completed for the next discussion.
Group Recorder	<ul style="list-style-type: none"> • Record the discussion with the help of group members.
Group Member	<ul style="list-style-type: none"> • Be prepared for the discussion. • Be sure to support statements with evidence from the text. • Listen attentively as other group members make their comments and add to the ideas presented. • Respect the opinion of others and speak one at a time.

Reading Circle Roles: Scenario 2	
Discussion Director	<p>Develop, with the help of the teacher, a list of questions to guide the Reading Circle discussion about the selected text. Help group members to talk about the big ideas in the reading selection and to share their reactions without worrying about small details. Usually the best discussion questions come from personal thoughts, feelings, and concerns related to the reading, which can be noted during the reading or as a reflection after the reading.</p> <p>At first, use general questions such as the following:</p> <ul style="list-style-type: none"> • What was going through your mind while you read? • What questions did you have when you finished this section? • Did anything in this section of the text surprise you? <p>During the Reading Circle discussion, direct the discussion about the day's reading. First, call on the Summarizer to give a brief summary of the reading. Then lead the discussion with prepared questions.</p>
Summarizer	<p>Prepare and present a brief summary of the day's reading in a short (one or two minute) statement that conveys the key points, the main highlights, and/or the essence of the assignment. If there are several main ideas or events to remember, number the key points.</p>

(continued)

Reading Circle Roles: Scenario 2 (continued)

Literary Luminary (For Fictional Text)	Identify a few special sections of the text that the group might like to hear read aloud. A passage may be selected for various reasons: it is important, surprising, funny, confusing, informative, controversial, well written, thought provoking, and so on. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. Decide which passages are worth hearing, and then jot plans for how they will be shared. Read passages aloud, ask someone else to read them, or have people read them silently, and then discuss that section with the group. Record the location of the reading passage, reason for the choice of reading passage, and the plan for reading, using BLM OLE.4#3: Reading Circle Discussion Notes.
Information Interpreter (For Informational Text)	Identify a few sections of the text that <ul style="list-style-type: none"> • are especially relevant to the topic • explain the subject concisely and clearly • shed new light on the issue • communicate information previously unavailable A passage may be chosen for various reasons: it is important, informative, clear, well written, controversial, thought provoking, and so on.
Connector	Find connections between the text and the real world. This means connecting the reading to <ul style="list-style-type: none"> • personal life • happenings at school or in the community • similar events at other times and places • other people or situations Identify possible connections between the text and other writings on the same topic, or by the same author. Because connections are personal, there are no right or wrong answers with this role.
Vocabulary Enricher	Be on the lookout for important words in the day's reading, or words that are puzzling or unfamiliar. Jot down the words while reading, and add their definition later. Look for familiar words that stand out in the reading (e.g., words that are repeated often, used in an unusual way, or key to the meaning of the text) and point them out to the group. Record the page number, word, definition, and plan for sharing, using BLM OLE.4#3: Reading Circle Discussion Notes.
Illustrator	Draw an illustration of something specifically discussed in or related to the text, or of a feeling experienced in reading the text. The illustration can be a sketch, cartoon, comic, diagram, flow chart, or stick-figure scene, and may be labelled. Show the illustration to others in the group without commenting on it. One at a time, group members speculate on the meaning of the illustration and connect it to their own ideas about the reading. After everyone has expressed his or her opinion, discuss the illustration, explaining how it came about or what it represents.
Recorder	Take notes of what all team members say about the text during the Reading Circle discussion. Synthesize the information, with the intention of writing a review of the text. Based on the ideas or facts presented during the discussion, write an opinion of why the text should be read. Post it on a suitable website (see IMYM Links Database) or on the book reviews page of the school or class website.